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Preparing Teachers of ELLs in the U.S. and Its Implications for Korea

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ABSTRACT

This study aims to investigate key issues or themes in terms of teachers' knowledge, skills, and dispositions for preparing teachers to teach English Language Learners (ELLs) in the U.S. context. Also, it aims to provide an appropriate teacher education framework based on the revealed key themes. In order to achieve the goals, total 16 studies were selected from four electronic databases and one scholarly journal with descriptors such as teacher education programs, in-service, pre-service, and ELL. The 16 studies were grouped into two categories for the convenience of analysis and discussion: theory or principle-driven research and practical or empirical research. Through thorough reviewing, across the categories, six themes that are relevant to teachers' knowledge, skills, and dispositions for ELLs were emerged repeatedly as follows: *pedagogy, language, culture, parents and home, teachers themselves, and beliefs and attitudes*. Based on these findings, a teacher education framework for ELLs was suggested with some implications for teachers of multicultural students in Korea. Also, implications for English teacher education in Korea were suggested.

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I. Introduction

At the beginning of this school year, you may have discovered that there were one or more students in your class who did not grow up speaking English. They were raised in another country, or perhaps even in the United States, but where another language was primarily spoken at home. ... If, in the past, you taught only native English-speaking students but now have some ELL students in your classroom, then you have joined a growing number of teachers who can no longer take for granted that all students speak English and share a common "American" cultural outlook. (Zehler, 1994, p.1)

The above remark from Zehler (1994) does not indicate or is not limited to specific classrooms, schools, and districts. Rather, it is common now that mainstream teachers of many schools, districts, and states in the U.S. have at least several 'English Language Learners (ELLs)' in their classrooms. The number of ELLs have increased dramatically during the past few decades. According to the National Center for Education Statistics (NCES, 2017), the percentage of ELLs in the United States was 9.4% (4.6 million students) in school year 2014-2015 compared to 9.1% (4.3 million students) in school year 2004-2005. Especially, California was designated as the state with the most ELLs (22.4% of ELLs among its public school students), followed by Nevada (17%) and Texas (15.5%). This is well aligned with Samson and Collins' (2012) remark that about one-in-four children in the U.S. are immigrants who use languages other than English at home.

In spite of ELLs' growth, however, the body of teachers has not been changed a lot in accordance with the needs of ELLs. Against the great cultural and linguistic diversity of students, teachers are more likely to be fallen into a specific group such as White, female, monolingual, and middle class (Rong & Preissle, 1997). NCES (2013) released the information about public school teachers' race/ethnicity for school year 2011-2012 in that 81.9% is White versus the rest is Hispanic, Black, Asian, etc. In addition, in terms of the professional development of public school teachers, NCES (2013) reported that teachers participated in professional development focused on various areas such as content of subject (84.8%), computer use for instruction (67.2%), reading instruction (56.7%), and student discipline and classroom management (42.5%). However, only 26.8% of teachers sought their development in the area of teaching ELLs. As Lucas et al. (2008) pointed out, it seems that the majority of teachers are not prepared well to teach ELLs. Also, teacher education programs have been unable to match both teachers' and students' needs. The necessity of this study stems from this discrepancy between the growing presence of ELLs and the lack of teacher preparation for them.

In this sense, the purpose of this study is examining the issues of teacher preparation in light of changing demographics of students by reviewing relevant teacher education literature and providing a teacher education framework focusing on the issues of teaching ELLs. Regarding with the National Commission's report (1996, p.12) addressing teacher quality or expertise as the "single most important factor" that influences student achievement, teachers' knowledge and skills for students from diverse linguistic and cultural backgrounds are essential for students' success in both school and society. Given the gravity of the importance of teacher quality or expertise, this study identifies knowledge, skills, and dispositions that pre-service and in-service teachers should develop in order to teach ELLs effectively. After that, a teacher education framework will be provided based on the findings and some implications will be discussed for teachers who may have students from multicultural families and for English teachers in Korea. For the purpose of this study, there are two main research questions.

- 1) What are the key issues or themes in terms of teachers' knowledge, skills, and dispositions for preparing teachers to teach ELLs?
- 2) Based on the findings of the first research question, what is the appropriate teacher education framework?

II. Conceptual Framework

de Jong and Harper (2005) and Darling-Hammond (2006) provide very insightful teacher education frameworks. First of all, de Jong and Harper (2005) start with a question, 'Are "just good teaching (p.102)" practices developed for native English speaking children enough for ELLs?' Their argument is that good teaching practices such as using students' prior knowledge, graphic organizers, and hands-on activities that can be applied to all or general student population are necessary, but not sufficient to meet ELLs' specific linguistic and cultural needs. Although it is generally assumed that teachers can work well with ELLs by transferring or adapting existing knowledge and skills they developed for native English speakers, the authors insist that it is not just a matter of transferring and adapting. Therefore, in their study, the authors suggest a conceptual framework about what additional knowledge and skills mainstream teachers need to develop in terms of ELLs' language and culture dimensions. The framework is divided into three parts, *knowledge*, *skills*, and *teachers' dispositions*. According to the framework, for instance, mainstream teachers must develop knowledge about the process of language learning, the role of language and culture as a tool for teaching and learning, and the objectives or goals in language and culture. For the part of skills, six skills such as monitoring students' language use and providing input and feedback in the level of students are suggested. Finally, in the

part of dispositions, teachers' high expectation and positive attitude and teachers' role as a cultural facilitator are emphasized.

While de Jong and Harper (2005) talk about additional knowledge and skills that mainstream teachers need in order to teach ELLs effectively, Darling-Hammond (2006) discusses more general teachers and teacher education programs in a broad sense. The uniqueness of her framework lies on this broad view by not only looking at core knowledge and skills that teachers may need, but also looking at how to organize these knowledge and skills in teacher education programs and how to connect these programs with much larger communities such as universities and schools. That is, the author's framework can be divided into the 'What' and the 'How' of teacher education. For the 'What' of teacher education, Darling-Hammond (2006) provides three important areas – "knowledge of learners and their development in social contexts, knowledge of subject matter and curriculum goals, knowledge of teaching (p.304)." Although the author does not explicitly distinguish between knowledge and skills, the first two seem to be fallen into knowledge, while the last into skills. For example, the last includes teaching diverse learners and classroom management. For the 'How' of teacher education, on the other hand, the author's argument can be represented using terms like coherence, integration, connection, and linkage. She begins with a critical problem of many traditional teacher education programs that make teacher candidates learn just many and unrelated courses without core ideas, common concepts, and theoretical frameworks across courses. Being a teacher cannot be equal to acquiring knowledge and skills here and there by taking unrelated courses like buying things in a store. Instead, it requires very systematic learning of knowledge and skills through carefully organized and sequenced courses based on strong concepts and theories of teaching. Moreover, the author goes further from the coherence of courses to the integration between course works and practical teaching experiences as student teachers, which means the integration between theory and practice. In this regard, the author addresses the importance of connection and linkage between universities that provide theoretical teacher training and schools that provide practical teacher training.

Both teacher education frameworks of de Jong and Harper (2005) and Darling-Hammond (2006) are conceptual, rather than empirical or practical in that they guide us to the basic structure of teacher education, rather than specific contents of knowledge, skills, and dispositions that fit into the structure. In other words, their frameworks can be compared to the outside of a house, but the inside is not filled with. In this sense, it is meaningful and necessary to find out specific knowledge, skills, and dispositions to build up a completed teacher education framework. Figure 1 is created by the author in order to represent the teacher education frameworks of de Jong and Harper (2005) and Darling-Hammond (2006) in a visual way. In the framework, knowledge, skills, and dispositions are three main components and these are regarded the 'What' part of teacher education.

The ‘How’ part is also added which emphasizes the coherence among knowledge, skills, and dispositions within core concepts and theories, the integration between these and practical teaching experiences that can be gained during a student teacher period, and the connection and linkage between universities and schools.

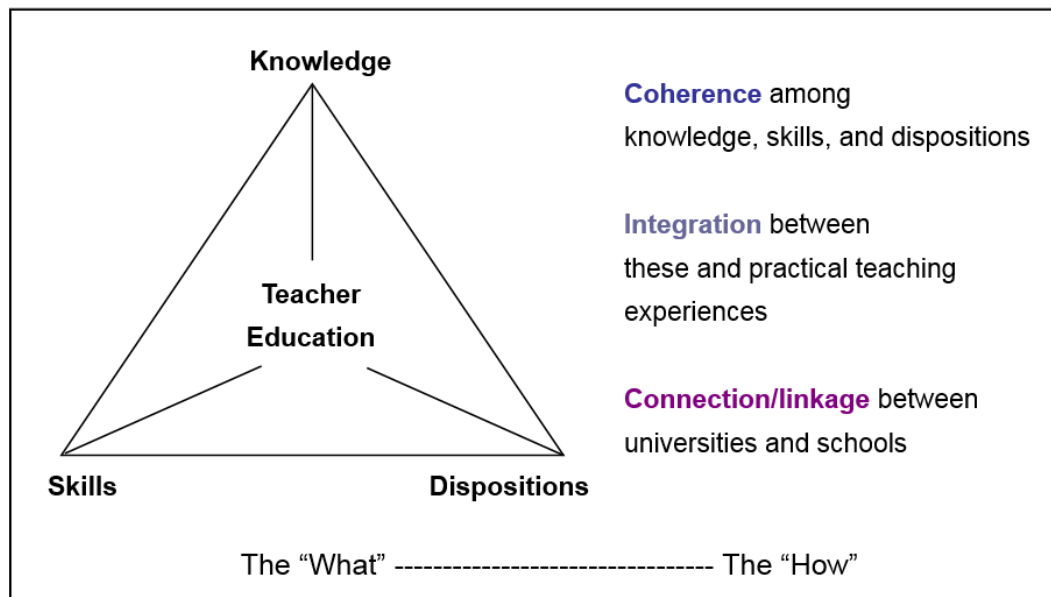


Figure 1. A Visual Representation of the Teacher Education Frameworks from de Jong and Harper (2005) and Darling-Hammond (2006)

III. Method

To answer the research questions, this study began with an examination of electronic databases. Four electronic databases and one scholarly journal were searched - ERIC, LLBA, PsycINFO, Google Scholars, and Journal of Teacher Education – using the following descriptors and their combinations: teacher education programs, in-service, pre-service, ELL, and English Language Learners. Although there was a great deal of research related to teacher education for diverse student populations, this study only focused on teacher education for ELLs in general. This study tried not to focus on ELLs in specific subject matters because including ELL issues in many disciplines may broaden the scope of this review too much. The electronic search ended with total 39 studies by reviewing abstracts. Then, 39 studies were reviewed again by skimming through whole texts. Studies that addressed policy issues such as NCLB (No Child Left Behind) and Proposition 227,

that focused on specific theories of SLA and TESOL, and that were conducted in foreign countries were eliminated. As a result, total 16 studies were chosen finally as the subjects of this reviewing.

For the analysis of the 16 studies, a deductive procedure was applied. A deductive procedure uses already existing categories or conceptual frameworks when examining data. The purpose of this procedure is more confirmatory and it tries to provide more detailed explanation about the existing categories or frameworks (Seliger & Shohamy, 1989). This study aims at investigating specific contents of knowledge, skills, and dispositions by reviewing the chosen studies based on the existing teacher education frameworks of de Jong and Harper (2005) and Darling-Hammond (2006), which consist of knowledge, skills, and dispositions as three main components of teacher education. In this regard, following a deductive procedure, the 16 studies were reviewed and analyzed in order to pull out specific contents or themes relevant to ELL teachers' knowledge, skills, and dispositions. For the convenience of analysis and discussion, the 16 studies were categorized into two groups - theory or principle-driven research (7) and practical and empirical research (9). By reading through the studies repeatedly, some key common issues or themes across the studies were drawn. In the next section of findings, these common issues or themes will be discussed in each category, but addressing commonalities between the two if possible as some issues or themes were found in both categories. Then, based on these themes, a revised teacher education framework for preparing teachers to teach ELLs will be provided.

IV. Findings

A. Theory or Principle-Driven Research

Seven studies were included in this category and all of them were conceptual and theoretical. Across the seven studies, five key common themes that are relevant to ELL teachers' knowledge, skills, and dispositions were found: *pedagogy*, *language*, *culture*, *parents and home*, and *teachers themselves*.

1. Pedagogy

Pedagogy may be a too broad term, but it can refer to teaching methods, curriculum and materials, or assessment. For the effective teaching of ELLs, it is imperative that teachers should be able to adapt the existing curricula and materials or develop new ones, use various teaching methodologies, and understand the nature and implications of

assessment. Among many teaching methods and approaches, ‘differentiating instruction’ has been given much attention and is not new, but it is still in the center for teacher preparation and classroom practices. In the study of teacher preparation of immigrant children, Goodwin (2002) emphasized the importance of differentiating instruction for immigrant children’s varying previous schooling experiences, as well as home languages and cultures. Especially, the author argued that many secondary teacher preparation programs mainly focus on content or specific disciplines, however, new teachers must know how to offer differentiated instruction so as to provide immigrant or ELL students multiple pathways of learning. The core idea of differentiating instruction is related to ‘culturally responsive teaching’ and ‘linguistically responsive teaching’ in that it encourages teachers to start “where children are... and what they know and bring (Goodwin, 2002, p.167).” In this regard, exploring and knowing ELL students’ existing “funds of knowledge (Moll, 1991)” gives teachers a good start for their differentiating instruction that is based on students’ varying needs, interests, backgrounds, and experiences.

Knowledge and skills of differentiating instruction:

- Offer ELL students multiple pathways of learning
- Make learning relevant to ELL students’ existing “funds of knowledge”

2. Language

For ELLs, one cannot talk about their education without mentioning about their English language learning. Olsen’s (1997) statement about the correspondence between language learning and adjusting to the U.S. is remarkable, “No other aspect of immigrant adjustment to life in the United States receives as much programmatic attention or generates as much political focus and controversy as the matter of language (p.91).” Many studies pointed out that teacher education programs should expose teachers to understanding of ELL students’ second language development and the interrelationship between their first and second language. For example, Goodwin (2002) argued that a part of teacher preparation has to be related to basic understandings of second language instruction and relevant strategies for “language-rich classroom environment (p.168).” Moreover, the author extended the argument further to the teachers’ understandings of policy-related debates on second language and bilingual education. Similarly, Zehler (1994) showed why teachers’ right understanding of second language learning is crucial by giving some misconceptions or beliefs teachers generally hold for their ELL students. One interesting example is that many teachers regard children’s language fluency on the playground is the same as their fluency in the classroom. However, the difference between conversational and academic language proficiency is a well-known theory (Cummins, 1981) in the area of second language acquisition. Other studies (Lucas et al. 2008; Cummins &

Miramontes, 2006) approached to this issue under the name of ‘linguistically responsive teaching’ or ‘linguistic diversity’ by addressing directly some second language acquisition theories and principles that are highly appropriate for teachers of ELLs such as Krashen’s (1982) comprehensible input hypothesis, language transfer, and explicit attention to linguistic form and function.

Knowledge and skills of second language learning:

- *Provide input and feedback at the optimal level of ELL students’ understanding of English*
- *Monitor own language use and adapt it based on ELL students’ English proficiency*
- *Consider the similarity and difference between first and second language*

3. Culture

As mentioned earlier, de Jong and Harper (2005) focused on students’ language and culture as two critical dimensions mainstream teachers should consider when teaching ELLs. In their study, teachers’ skill of assisting ELL students’ cultural adjustment and teachers’ role as a cultural facilitator were highlighted. While de Jong and Harper (2005) pointed out teachers’ skills and dispositions on ELL students’ acculturation, Zehler (1994) provided a different perspective. According to the author, teachers’ skills and dispositions are more connected to how to use varying cultural and linguistic backgrounds and experiences from ELLs as resources for instruction, so that both ELLs and English speaking students can have opportunities and benefits from multiculturalism and multilingualism. Although there exist two different perspectives on ELLs’ culture, both of them can be regarded parts of the well-known principle ‘culturally responsive teaching.’ The notion of culturally responsive teaching from Grant and Gillette (2006) is interesting because they saw it as a moving and changing concept, rather than a static set of rules or principles; “Effective teachers know that the concept and practice of culturally responsive teaching is not static. It is continually undergoing evaluation and change (p.294).”

Skills and dispositions of cultural diversity:

- *Assist ELL students’ cultural adjustment and use cultural diversity as a resource for instruction*
- *View and approach to culturally responsive teaching as a changing concept*

4. Parents and Home

Parent-teacher or home-school partnerships are already included in many teacher education programs and these are important not only for ELLs, but for all students. However, many studies do not hesitate to revisit its importance for teacher preparation of ELLs. According to Goodwin (2002), because immigrant child's self-concept or identity development strongly ties to his or her home culture and family, and because families and communities play a significant role as a supporter for immigrant children's language maintenance and development, it is especially critical for teachers to acquire skills such as "learning to build trust with parents, becoming aware of cultural norms, and developing alliances with parents (p.169)." In a similar way, Zehler (1994) argued that it is necessary to make linkages between home/community and school so as to support ELL students' view of learning as integrated one across all parts of their lives. Grant and Gillette's (2006) suggestion goes further from teachers' acquiring skills for building trust and communicating with home and community to teachers' seeing themselves and being as a part of community. That is, seeing and involving themselves within the community and using community resources can be one factor of judging effective teachers and effective teaching.

Skills of connecting classroom and school to home and community:

- *Build trust and alliances with parents*
- *Build effective communicating ways with parents*

5. Teachers Themselves

For teachers, knowing and understanding themselves and accepting or changing their knowledge and beliefs based on their reflection on teaching might be one of the most difficult tasks. It is meaningful to explore self-knowledge in that "understanding oneself includes understanding how one's human and social characteristics influence teaching (Grant & Gillette, 2006, p.294)." At the same time, teachers should be on a journey to look back on their teaching practices. As Grant and Gillette (2006) mentioned, reflection or reflective skills does not only indicate thinking about what happened in the classroom, but also examining and researching the classroom through more systematic ways such as identifying problems and questions, gathering and analyzing data, and planning how to alter or improve teaching practices. As shown in the study of Zehler (1994), since teachers of ELLs are likely to have misconceptions about ELLs' language learning and culture due to the difference from their own, developing self-knowledge and understanding of ELLs through continuous examinations and reflections will be necessary. In addition, if teachers share their expertise from developed self-knowledge and reflections with one another, the

combined expertise will strengthen teachers' effective teaching for ELLs. Many teacher education studies imply that including the knowledge and skills for collaborations among teachers, classrooms, and schools is not a matter of choice, but a matter of requirement in teacher education programs.

Knowledge of exploring self-knowledge and skills of reflection:

- *Use self-knowledge and reflective skills for changing the existing knowledge and beliefs and improving teaching practices*
- *Collaborate and share expertise with other teachers, classrooms, and schools*

B. Practical or Empirical Research

Nine studies were reviewed in this category. Some of them examined the effectiveness of specific teacher education programs based on certain teaching methods and approaches like service learning, classroom inquiry cycle, research-based teacher education, and sheltered instruction. Some of them tried to examine what happens in actual classrooms, what challenges the teachers of ELLs have, and what kinds of beliefs and attitudes they have through surveys, interviews, and classroom observations. It is important to notice that the key themes discussed previously in the category of 'Theory or Principle-Driven Research' were readdressed here. Many studies match with the first theme, *pedagogy* (teaching methods), while the others are connected directly or indirectly to the other themes such as *language, culture, parents and home, and teachers themselves*. In this section, the repeated key themes across the categories will be revisited with a little different perspectives except the theme, *pedagogy*, as it seems quite straightforward. In addition, a new theme *beliefs and attitudes* emerged here will be discussed.

1. Language

The study of Menken and Antunez (2001) was designed to explore teacher preparation of ELLs through two wide-scale surveys and one qualitative analysis conducted by the National Clearinghouse for Bilingual Education (NCBE) and the American Association of Colleges for Teacher Education (AACTE). The study focused on what types of programs exist to prepare teachers of ELLs and what types of courses are required. Although the study is especially related to bilingual teacher preparation, it is worth to look at its theoretical framework that provides different types of knowledge and its subcategories bilingual teacher may need to develop. There are three types of knowledge – knowledge of pedagogy, knowledge of linguistics, knowledge of cultural and linguistic diversity. For example, under the knowledge of pedagogy, four subcategories – methods, curriculum,

assessment, practicum – exist. This fact is well aligned with the previous discussion in the section of ‘Theory or Principle-Driven Research’. However, one of the major findings of the study was that the knowledge of linguistics receives less attention compared to the knowledge of pedagogy and cultural and linguistic diversity in teacher preparation programs. Teachers’ basic understandings of second language learning turned out to be a necessary part in teacher education for preparing teachers who may have ELLs.

Knowledge of linguistics:

- *Build basic understandings on educational linguistics, language acquisition, language structure or grammar, language proficiency*

2. Culture

By reviewing and synthesizing 34 articles, Waxman and Tellez (2002) identified seven effective teaching practices for ELLs. These include cooperative learning, multiple representations, building on students’ prior knowledge, culturally responsive instruction, cognitively guided instruction, and technology-enriched instruction. Among them, the authors’ view on culturally responsive instruction is unique by comparing ELLs’ culture to teacher and school culture, rather than only focusing on ELLs’ cultural diversity. According to the authors, many ELLs come from low socio-economic families whose cultures do not match with middle-class cultures most teachers and schools are based on. Therefore, due to this mismatch between home and school culture, it is also hard to match schools’ goals and ELLs’ needs and interests. While the studies (de Jong and Harper, 2005; Zehler, 1994) mentioned earlier discussed ELL students’ acculturation and their cultures as a resource for instruction, this study more concentrated on the discrepancy between home and school culture. That is, the former is about the matter of ‘How’ to carry on culturally responsive teaching, the latter is about the matter of ‘Why’ culturally responsive teaching is caused.

Knowledge and skills of culturally responsive instruction:

- *Understand the discrepancy between ELL/home culture and teacher/school culture*

3. Parents and Home

The study of Ballin (2007) showed the impact of a service learning approach as a part of teacher education program that engaged pre-service teachers in service to ELLs from Hispanic families. Based on the thematic content analysis of the reflective journals from 110 teacher candidates, the author found six important themes (e.g., multiple perspectives, appreciation of the Hispanic culture, empathy for others, teaching diverse children) and their positive growth and influence on the teacher candidates. Also, the author revealed that the majority of the teacher candidates acknowledged that they could gain more confidence

for teaching children from linguistically and culturally different backgrounds. However, the effectiveness and advantage of this service learning approach in teacher education programs can be discussed in a different perspective within the relationship between home and school. Since the teacher candidates were required to tutor in the child's home, during 10 weeks, they could experience directly parent-teacher or home/community-school partnerships. They might understand how to communicate with families, as well as children who are usually non-English speakers and have different cultural norms and why building strong partnerships with home and community are crucial for their effective teaching.

Knowledge and Skills of a service learning approach through direct experience:

- *Practice strong parent-teacher, home/community-school partnerships*
- *Practice as multilingual and multicultural educators by taking a direct connection with children and families from diverse linguistic and cultural backgrounds*

4. Teachers Themselves

Even though the three studies (Dresser, 2007; Bernhard et al., 2005; Minaya-Rowe, 2004) approached to teacher education for ELLs with different emphasis such as teacher inquiry or classroom inquiry, scientific research-based education, and sheltered instruction, they can be represented using common terms like 'reflection,' 'collaboration,' 'reflective practitioners,' 'teacher researchers,' and 'communities of practices.' Dresser (2007) implemented Sugishita's (2005) Classroom Inquiry Cycle (CIC) to instruct teacher candidates on how to use classroom inquiry in order to find and solve problems related to teaching ELLs in their own classrooms. During a year, nine candidates were placed in Spanish-bilingual classrooms and followed step-by-step procedures of the five phases of CIC: planning, pre-conference, lesson implementation and evidence collection, post-conference, and reflection and sharing. The most significant impact of CIC was that teacher candidates were able to have experiences as teacher researchers so as to better understand and serve for the needs of diverse student population. Under the purpose of teacher education programs on preparing teacher candidates as reflective practitioners, the author insisted CIC as an important tool for assisting them. Teachers' self-knowledge and understanding, and reflective skills are also supported by Bernhard et al. (2005). In their study, they surveyed 57 graduates by asking questions like what elements of their research-based teacher education program were useful in working with ELLs and their families. The study revealed that the graduates liked the most the emphasis of research in the program because it made them possible to becoming researchers or practitioners. In addition, it enabled the graduates to build their 'communities of practice' by conducting research in classrooms and sharing findings with their colleagues who had been trained within the same research-based teacher education program. Similarly, in the study of Minaya-Rowe (2004),

the sheltered instruction methodology contributed to create learning communities in which the participants could explore their beliefs and teaching practices and improve their teaching by positioning themselves as ELL students in the sheltered instruction classroom.

Knowledge and skills of classroom inquiry, research-based approach, sheltered instruction:

- *Practice as teacher researchers and reflective practitioners*
- *Create communities of practices or communities of learning by collegial collaboration*

5. Beliefs and Attitudes

Gersten (1999) conducted a qualitative study based on interviewing four native English-speaking teachers who teach ELLs in transition classrooms (refer to “the change from a classroom environment where most instruction occurs in Spanish to an environment where most instruction occurs in English (p.38)”) and observing the classrooms to reveal what challenges these teachers are facing. As one of the significant challenges, the teachers’ tension between process and product appeared. For example, although the four teachers mentioned the importance of process by encouraging students to be involved in high cognitive demand activities such as analyzing and interpreting, in real teaching practices, they are more likely to provide students product-centered activities with little risk or challenge such as copying answers from given texts. In other words, the teachers expressed their high expectation for ELLs, but they tended to lower their expectation in real teaching practices based on the unconscious assumption of ELLs’ low academic performance. Within the same direction, the study of Verplaetse (1998) pointed out that teachers might reduce ELL students’ opportunities for participating in classroom activities and conversational interactions if they only provide simple questions and ask students to do less cognitively demand tasks for reasons of relieving students’ embarrassment. Teachers’ inappropriate expectations and understandings of ELLs may cause more serious problems than the ones caused by their lack of relevant knowledge and skills. Through the survey of 729 in-service teachers, Karabenick and Clemens Noda (2004) argued that teachers’ beliefs and attitudes toward ELLs are as important as their knowledge and skills because teachers’ positive attitudes can affect their motivation for better teaching and professional development, and finally can affect ELL students’ learning.

Teachers’ dispositions:

- *Try to hold positive beliefs and attitudes, high expectations toward ELLs*
- *Connect positive beliefs and attitudes toward ELLs for better teaching and professional development*

V. Teacher Education Framework and Implications

In light of dramatically changing demographics of student populations in the United States, the purpose of this study was to identify knowledge, skills, and dispositions that teachers need to develop in order to teach ELLs and to investigate the appropriate teacher education framework for ELLs. Based on the conceptual framework adapted from de Jong and Harper (2005) and Darling-Hammond (2006) that consists of the ‘What’ (knowledge, skills, dispositions) and the ‘How’ of teacher education, total 16 studies were reviewed and discussed in two categories – theory or principle-driven research and practical or empirical research. As a result, five key themes emerged repeatedly: *pedagogy*, *language*, *culture*, *parents and home*, and *teachers themselves*. Also, a new theme *beliefs and attitudes* was found. In the theme, *pedagogy*, teaching methods and approaches like differentiating instruction discussed in accordance with ELL students’ diverse linguistic and cultural backgrounds. In the theme of *language*, it was emphasized that teachers at least need to acquire basic understandings of second language learning and acquisition so as to be able to provide students linguistically responsive teaching. Similarly, in the theme of *culture*, culturally responsive teaching became an issue in terms of ELL students’ acculturation, students’ diverse cultures as resources for instruction, and the discrepancy between home and school culture. In the theme of *parents and home*, the importance of parent-teacher or home-school/community partnerships, as well as a service learning approach were revisited. Next theme, *teachers themselves*, addressed not only teachers’ self-knowledge and reflective skills, but also collaborating and sharing expertise with other teachers. The classroom inquiry, research-based approach, and sheltered instruction approach were also discussed because their emphasis lies on reflection, collaboration, reflective practitioners, teacher researchers, and communities of practices. Finally, the theme of *beliefs and attitudes* revealed that teachers’ positive beliefs and attitudes, and high expectations toward ELLs are connected into teachers’ motivation to become better teachers and further into students’ better learning.

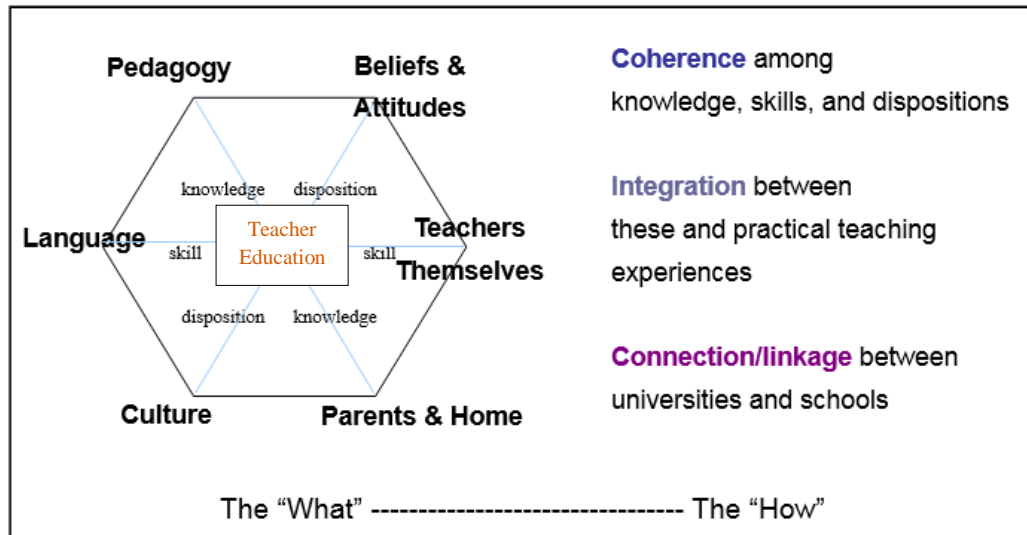


Figure 2. Revised Teacher Education Framework

Based on these six themes from the studies reviewed, Figure 2 shows a revised teacher education framework from Figure 1. All six themes have their own subcategories of related knowledge, skills, and dispositions that teachers need to acquire and develop to teach ELLs. Each theme has its own importance as a key area that should be seriously considered for pre-service and in-service teacher education. However, at the same time, it seems that the themes cannot be separated completely. Instead, it may be more reasonable to view these themes as they are deeply interwoven. We may find easily two or more themes are interconnected one another like *teachers themselves* with *beliefs and attitudes*. In this sense, as Darling-Hammond (2006) emphasized, teacher educators need to seek coherence among these themes and their related knowledge, skills, and dispositions when they develop programs. Further, the importance of the integration between theory and practice and the linkage between universities and real classrooms in schools should be fully considered.

Although the revised teacher education framework is based on the U.S. context, especially for teachers who may have ELLs in their classes, it suggests some implications for teachers who may have students from multicultural families and backgrounds. When considering the increasing number of students from multicultural families in Korea, teacher education programs that deal with various issues such as teachers' appropriate teaching methods and approaches, students' language, culture, and identity development, and the linkage between teachers/schools and parents/homes are needed. Related to the key themes of the teacher education framework in this study, teacher education programs need to go toward the direction as followings: Teacher education for students of multicultural

backgrounds should help teachers develop proper theories and specific teaching methods and techniques related to 'linguistically responsive teaching' and 'culturally responsive teaching.' Especially, teachers need some opportunities in which they not only focus on how to make their multicultural students adjust themselves into Korean society, but also how to use their linguistic and cultural backgrounds and experiences as valuable resources both for themselves and for Korean students. As Ruiz (1984) mentioned, what teachers need is developing a 'language as a resource' perspective, instead of a 'language as a problem' perspective for multicultural students in Korea. Also, the relationship between teachers/schools and parents/homes plays an important role for multicultural students' self-concept or identity development as it is strongly rooted in their own home culture and family. In this regard, teacher education programs should guide teachers in terms of how to communicate with parents, how to make parents involved in students' learning in schools, and how to cooperate each other in order for students' successful language, culture, and identity development.

On the other hand, the revised teacher education framework also suggests some implications for English teacher education in Korea. First, it seems that both pre-service and in-service teacher training programs in Korea have been focused on the areas of *pedagogy* and *language*, but not the area of *beliefs and attitudes*. Knowing and practicing various teaching methods and approaches, acquiring knowledge of how second/foreign languages are learned, developing appropriate English language proficiency are great interests for English teachers and teacher training programs. These knowledge and skill parts are important and necessary, but there is a lack of concern about how teachers develop their beliefs and attitudes toward Korean English language learners, their English teaching, and the English language itself as a world language. Pre-service and in-service teachers are expected to have appropriate knowledge and skills as a result of successful training. However, teachers' dispositions are left behind and regarded just as the matter of individual teachers. As Karabenick and Clemens Noda (2004) argued, teachers' positive dispositions can lead their better teaching and students' better learning. Also, teachers with high self-efficacy are more active in searching for better teaching methods and materials, which leads better learning of their students (Min, 2017). Teacher training programs in Korea need to consider how to help teachers develop positive beliefs, attitudes, and expectations toward students' English learning and high self-efficacy toward themselves as English teachers.

Second, the teacher education framework suggests another important area, *teachers themselves*, for English teachers in Korea. Teachers' reflections on their own teaching is not new and incorporated into many teacher training programs. In the same vein, the concepts such as 'teacher researchers' and 'action research' are well-known among teachers. English teachers in Korea have ability to reflect their teaching and improve it, and to inquire about some problematic issues and find the answers by themselves as teacher

researchers through an action research. However, it seems that one missing part is collaborating and sharing this expertise with other teachers. Teacher training programs provide opportunities for the teachers to develop knowledge and skills for reflecting their own teaching and doing some research, but it may not be sufficient. The outcomes of an individual teacher's reflection, inquiry, and research should be widely disseminated so that they reach many English teachers, teacher educators, and researchers who may have the same or similar questions and problems. In this sense, it is recommended that English teacher training programs emphasize how to interact with other teachers and how to build strong communities in which teachers work collaboratively and share their expertise. Further, it is hoped that throughout this collaborating and sharing works and experiences, English teachers are able to produce their own practice-driven theories of English teaching and learning, which will be more appropriate for EFL learners in Korea, instead of relying on the existing theories, methods, and approaches that are quite old and from native language or ESL contexts.

Third, as the framework highlights the area of *parents and home*, it might be helpful for English teachers to consider the partnership among schools, parents and homes, and larger communities where the schools and homes belong to. It seems that research on EFL learners in Korea have been focused on experiments in which teachers apply specific teaching methods or materials to their students and try to figure out the effects of the methods or materials on the students' English proficiency and affective factors such as self-confidence and interest. In other words, English teachers and researchers have been concerned about students' cognitive and affective changes itself without paying much attention to the parents, homes, communities of the students. However, even if we don't specifically mention about the importance of environments that surround each individual student (refer to the bioecological model from Bronfenbrenner (1977, 1979, 1992), the definition of communicative competence from Blommaert, Collins, & Slembrouck (2005)), it is so obvious that students' parents, homes, and communities play a significant role for their English learning. There is a need for English teachers to examine these environmental factors. Also, teacher training programs should be able to guide teachers from only focusing on students themselves to focusing on both students and their surrounding environments.

Finally, the most important implication of this study is that it highlighted again some critical factors of teacher education framework and teacher quality. As one of the proponents of the idea, 'teacher quality or expertise as the single most important factor that influences student achievement,' I would like to share the below;

Cultivating one new teacher to perform to high standards through effective preparation impacts every student that teacher encounters during his or her career (Menken & Antunez, 2001, p. 16).

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* indicates reviewed studies

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